

**Standard 4-3** The student will demonstrate an understanding of the conflict between the American colonies and England.

**4-3.2:** Summarize the roles of principal American, British, and European leaders involved in the conflict, including King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette. (H, P)

**Taxonomy Level:** B 2 Understand / Conceptual Knowledge

**Previous /Future Knowledge:**

This is the first and only time that the major American, British, and European leaders involved in the American Revolution are explicitly taught as they relate to the Revolutionary War. Some of these same people will be taught again as they relate to the development of our federal government.

In the 8<sup>th</sup> grade, students will explain the interests and roles of South Carolinians in the events leading to the American Revolution, including the state's reactions to the Stamp Act and the Tea Act; the role of Christopher Gadsden and the Sons of Liberty; and the role of the four South Carolina signers of the Declaration of Independence—Edward Rutledge, Arthur Middleton, Thomas Lynch Jr., and Thomas Heyward Jr. (8-2.1).

**It is essential for students to know:**

Many Americans, British and Europeans played principal roles in the causes and course of the American Revolutionary War.

**King George III** ruled Great Britain before, during and after the American Revolution. George III refused to accept American petitions and declared the colonists in rebellion. The Declaration of Independence charged George III with a long list of “abuses and usurpations” in order to try to break the bond of loyalty many American colonists still felt for their king. It was the British Parliament and not the King who imposed the taxes and pursued the war. However, it was more politically effective to blame one individual, the Hanoverian monarch, rather than the colonists’ English counterparts.

**Patrick Henry** was a member of Virginia’s colonial assembly who wrote a strong protest to the Stamp Act that asserted the rights of the colonists. A passionate speaker, Henry ended an important speech by saying, “Give me liberty or give me death.” He served as a member of the First Continental Congress from Virginia.

**George Washington** represented Virginia at the First and Second Continental Congresses. At the Second Continental Congress, which met after the shots were fired at Lexington and Concord, Washington was named the Commander-in-Chief of the Continental Army. Washington’s only military experience was in the French and Indian War. At first, he made many strategic mistakes. However, Washington inspired his men and kept the army together despite defeat and hardships until the British finally surrendered.

**Benjamin Franklin** was a noted colonial journalist and scientist and was widely respected in Europe as well as in America. Before the Revolutionary War, he served as a diplomat to Great Britain but returned to the colonies in time to serve on the committee that was appointed to write the Declaration of Independence. The Second Continental Congress sent him to France where he worked to secure financial assistance and an alliance, which helped the colonists win the Revolution. Franklin was also on the delegation that negotiated the treaty that ended the Revolutionary War

**Thomas Paine** was the author of the pamphlet called “Common Sense,” in which he used his writing skills to convince the colonists that independence made common sense.

Before the Revolutionary War began, **Thomas Jefferson** helped to set up the Committees of Correspondence in Virginia to keep the colonies informed through letters about what was happening in the other colonies. As a delegate to the Continental Congress, Jefferson was the principal writer of the Declaration of Independence. Later, he served as an ambassador to France.

**John Adams** was a Massachusetts leader and a member of the Sons of Liberty, a group that was involved responsible for the Boston Tea Party. At the Continental Congress, he was a strong advocate of independence and was on the committee charged with writing the Declaration of Independence. Later he served as ambassador to France and to England and helped to negotiate the treaty that ended the Revolutionary War.

The **Marquis de Lafayette** was a Frenchman who was attracted to America's cause. He left his country and came to the colonies where he served as an aide to George Washington during the Revolutionary War. Lafayette is one example of some of the assistance that France gave to the colonists. Lafayette represents the activities of several other European individuals in the Revolutionary War.

**It is not essential for students to know:**

It is not essential for students to know the life history of each of these people. Students do not need to know other examples of individuals involved in the Revolution such as Samuel Adams, or Baron von Steuben.

**Assessment guidelines:**

Appropriate assessments would require students to **summarize** the roles of American, British and European leaders during the Revolutionary War. Students should be able to **explain** the role of King George III, George Washington, Benjamin Franklin, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and the Marquis de Lafayette *as they relate to the conflict*.